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ABSTRACT

The formation, organization, philosophy, and structure of Delaware County Community College's program for assessing prior experiential learning are described. The financial model requires the student, the state, and the local sponsor to share in the cost of this evaluation, in the same proportion as they do for traditional college programs. Faculty are compensated for their time on a contact hour basis, according to the number of credits sought by the students, rather than the number of credits awarded. The cost of assessment is shown to be approximately one-fourth the cost of traditional course work, per credit hour. This model should be of general interest to both two-year and four-year public colleges. (Author/MV)

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IMPLEMENTING AND FINANCING PORTFOLIO ASSESSMENT IN A PUBLIC INSTITUTION

CAEL Institutional Report
Delaware County Community College

Cooperative Assessment of
Experiential Learning

IM006 736

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COOPERATIVE ASSESSMENT OF EXPERIENTIAL LEARNING (CAEL)

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CAEL Institutional Report
Delaware County Community College

Implementing and Financing Portfolio Assessment in a Public Institution

Eugene J. Kray
Lorraine D. Hultgren

CAEL Institutional Reports are prepared at member institutions in cooperation with the CAEL project, and are based upon special projects commissioned by the CAEL Steering Committee. While Institutional Reports reflect the general orientation and types of work priorities determined by the Steering Committee, they are reports of the individual institutions and may reflect practices different from those suggested elsewhere by CAEL.

Cooperative Assessment of Experiential Learning

September 1976

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PREFACE

About the CAEL Operational Models Project

This report is one of a series of institutional reports produced under the auspices of the CAEL Operational Models Project. A few words of background may be useful in helping readers to understand the purpose of the work and the context in which it was undertaken.

CAEL's overall mission is to improve the assessment of experiential learning, but considering how assessment techniques and materials are used in institutions, it is clear that there are many problems of implementation. Assessment does not exist as an isolated process but is embedded in a context of existing academic procedures, policies, and people. The CAEL Steering Committee recognized that if experiential learning is to become an effective part of the curriculum, it is critical to develop sound procedures for integrating the assessment process into the traditional academic structure.

The Operational Models Project was conceived in response to that need. It was supported by the Fund for the Improvement of Postsecondary Education in July 1975. The basic plan was to select 12 institutions facing rather different implementation problems and to provide a cooperative context for each to devote special attention to its particular concern. Some have focused on the problem of defining standards--an issue that lies at the heart of most educational questions that arise with respect to a new program. Other institutions have focused upon the problem of financing learning and assessment programs--an issue that lies at the heart of most administrative questions that arise with respect to a new program.

Each institutional team has worked toward clarification and documentation of desirable policies and working procedures for incorporating the assessment of experiential learning into the fabric of its own institution; i.e., an improved operational model. This report is one of the products. In order to enhance the dissemination and utilization of this work, each institution producing an operational model has held or will hold a local "dissemination workshop" for interested institutions in its immediate area. In addition the institutions held national workshops at the fall 1976 CAEL Assembly meeting.

Even though the 12 institutions participating in this project were selected partly because they faced different implementation problems, there is necessarily a good deal of commonality of interest and overlap in the issues of greatest concern. As a consequence, it sometimes happens that the same issue or assessment practice is discussed in several reports from a somewhat different point of view. From the perspective of someone reading the entire series, some points may appear to be repeated unnecessarily, but there is value in noting the manner in which a general approach is adapted in different situations. Furthermore, it was felt more important to have each institutional report stand on its own than to artificially edit out discussion of an essential aspect of an assessment system simply because that aspect is reflected in the work of more than one institution. The authors have, however, tried to focus their attention on the unique aspects of their programs so that this series can have a maximum benefit to other institutions.

The Delaware County Community College Operational Model

Delaware County Community College, located in Media, Pennsylvania, 20 miles from Philadelphia, has been in existence since 1967 and presently enrolls over 5,000 students (3,500 FTE) in credit and 5,000 in noncredit instruction. The college has a strong commitment to continuing education and offers a wide variety of college and university parallel, occupational, developmental, and community service programs.

There is a basic commitment from the College administration and Board of Trustees to the concept of non-traditional studies and experiential learning. The Office of Continuing Education was reorganized in 1975 to include an Administrative Specialist for Non-Traditional Studies, who is responsible for administering the Life/learning Experience Assessment Program (LEAP). The central principle that underlies the LEAP process is that what the student knows is more important than how he or she learned it. Credit is awarded when a student can demonstrate that his or her knowledge and skills in a particular area are reasonably comparable to what a student with college training in the same area knows.

In the development of the LEAP program, faculty were hired to develop competency criteria in the nine occupational curricula of the school. It was felt that beginning with occupational curricula would produce more tangible, immediate results, and that the concept of receiving credit for noncollege learning would produce a more efficient and effective educational delivery system to the community. The teaching faculty of the college are responsible for the assessment of life/learning experience and the granting of college credit.

Chapter I gives a general overview of the LEAP Program and how it was developed. Chapter II presents the program rationale, and Chapter III describes the characteristics of the program and its relationship to various departments and offices of the college. Chapters IV, V, and VI explain the role of faculty, the development of competency objectives, and the admission and orientation of students to the program. The major emphasis of the model is the financing of the program, its cost effectiveness, and the applicability of the model to other institutions (Chapter VII). A major finding that resulted from our analysis of the data as we developed the financial model is that the more time that a student spends in portfolio development in the Non-Traditional Studies office, the less time is needed by faculty to perform the assessment. Another major advantage was that all parties--student, state, and local sponsor--share in the cost of the assessment in the same proportions as they do for the traditional programs of the college.

Delaware County Community College would like to acknowledge the dedication and involvement of the faculty members who developed the competencies for the program. Without their commitment to the philosophy of non-traditional studies and experiential learning, the program could not be successful.

I. INTRODUCTION

Delaware County Community College, located in Media, Pennsylvania, has been in existence since 1967 and presently registers over 5,000 students (3,500 FTE) in instruction for credit and 5,000 in noncredit instruction. The college has a strong commitment to Continuing Education and utilizes its main campus as well as several off-campus center locations for its wide variety of programs.

In 1973, the Dean of Community Education was charged with developing a plan to implement a non-traditional studies program (see Appendix A). The basic commitment of the college administration and Board of Trustees to the concept of non-traditional studies and experiential learning is now stronger than ever.

In accordance with the plan for the non-traditional studies program, faculty were hired on an extended-time basis in the summer and fall of 1974 to develop competency criteria in the following areas:

Business Management
Data Processing
Executive Secretarial Studies
Retail Management

In addition to the four curricular areas listed above for which competency criteria were first developed, the college, as further evidence of its commitment to this program, employed faculty in the summer of 1975 to develop competency criteria for the following areas:

Accounting
Administration of Justice (Law Enforcement)
Applied Technology
- Civil Technology
- Construction Technology
- Electro/Mechanical Technology
- Mechanical Technology

Fire Science Technology
Hotel-Restaurant Management

In that same summer, the Office of Continuing Education was reorganized to add an Administrative Specialist for Non-Traditional Studies to assist in administering the program.

The college's interest in and commitment to the assessment of experiential learning is further demonstrated by its support of other activities related to the program: The Administrative Specialist for Non-Traditional Studies attended the "in-residence" seminars of Educational Testing Service dealing with assessment; Dr. Amiel Sharon of Educational Testing Service served as a consultant at a faculty workshop in February, 1975; and the college is continuing its membership in the CAEL Assembly.

The competency criteria for the occupational curricula were originally developed so that

students' competencies could be measured not only in the specific skill areas, but also in the general educational areas, such as communications, the humanities, mathematics, science, and the social and behavioral sciences. Because of the breadth of our undertaking in this program, we decided that the faculty should develop their own format for the measurement of a student's competencies. The differences in the various areas in terms of content alone would make one specific format for the measurement of competencies inadvisable. As faculty have more opportunity to interact with students, refinements in the competency criteria that have been developed are anticipated.

In our program the procedure is to place these competency criteria in the hands of the students, to have the students identify the competencies for which they are seeking credit and provide the documentation to support those competencies. The Administrative Specialist for Non-Traditional Studies serves as the counselor (or student advocate) in the preparation of the portfolio and the final identification of competencies, a key philosophical point in the financial model we have developed for this program.

Probably the best way to depict our financial model, which is the basic purpose of this paper, is to describe the entire process that a student goes through. This will serve to portray not only the cost implications, but also the sources of income that support the program.

When a student indicates an interest in joining our Life/learning Experience Assessment Program (LEAP), he or she receives a "Guide to Life/learning Experience Assessment Program" (see Appendix B) and is asked to complete a chronology of his or her life/learning experiences. When completed, this material is reviewed by the Administrative Specialist, who determines the general areas in which credit might be awarded. The student is interviewed and given a booklet describing in detail the competency criteria for those areas in which credit will be sought, and is asked to identify those specific competencies in which he or she feels proficient. The information on each of the content areas of competency includes a formula by which the student can convert the competencies into credits.

In addition to identifying his or her competencies, the student develops a portfolio of job descriptions, letters of testimony, certificates, etc., to document the competencies. When this process has been completed, another counseling interview is held, and the student, with assistance from the Administrative Specialist, determines the number of academic credits to be sought. The number of academic credits sought by the student will determine the tuition cost to the student. We have determined from a budgetary projection (see p. 19 for a complete description of the conversion procedures) that the cost of assessing a student in the LEAP program is approximately one-fourth of the cost incurred for instructing and awarding credits to a student enrolling in a traditional program. On that basis, the conversion procedures indicate that for every four academic credits that a student is seeking, he or she enrolls in a "course" entitled "Assessment of Experiential Learning" for one credit. For example, a student seeking 12 academic credits would enroll in "Assessment of Experiential Learning" for three credits.

A problem yet to be solved in our utilization of this model is the amount of time that it takes for a faculty member to assess a particular student based on the number of credit hours that the student is seeking. At present, we are conducting a pilot study in an attempt to identify a

"standard" or an average, if you will, so that the exact compensation for a faculty member can be determined in advance. The purpose of this approach is to relate the faculty member's compensation to the amount of credits sought rather than the amount of credits awarded. This procedure eliminates the frequently heard criticism of students' "buying the degree." When students enroll in the "course" entitled "Assessment of Experiential Learning," they register just as they would for any other course in the college. The only exception is that the course is not on a semester basis but is, in fact, time-free. In reality, this is an administrative process which then provides for the state and local sponsors (in our case, school districts) to share, along with the student, the cost of assessment in this program just as they share the cost of instruction for traditional students. Some other advantages of this process are as follows:

1. If the costs increase, the same formula can be applied since all computations are based on the credit hour.

2. If the costs for this type of assessment process are beginning to increase or to decrease, the ratio can be modified to accommodate changes.

3. Faculty can be compensated for their time on several different bases, i.e., contact hour, credit hour, flat fee for each student, etc.

4. Faculty are compensated on the basis of credits sought and not on the basis of credits awarded.

Since this operational model[1] spreads the costs of the process to those parties who share in the costs of the traditional program, we think that it should have wide applicability for institutions using a formula-based system for computing the cost of their programs.

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[1]The format for the operational model description in this report is based on a paper by Warren W. Willingham and Kurt F. Geisinger entitled "Developing an Operational Model for Assessing Experiential Learning." It was published in the CAEL Project Report *Implementing a Program for Assessing Experiential Learning*, Warren W. Willingham and Hadley S. Nesbitt (Eds.), Princeton, N.J., CAEL, Educational Testing Service, 1976.

II. THE PROGRAM RATIONALE

Philosophical/Educational Justification

At the inception of the LEAP program, an ad hoc committee was selected by the Dean of Community Education with the advice and consent of the Vice President for Instruction, not only on the basis of their expertise in a particular area, but also on the basis of prior experience in developing individualized instructional systems, contract learning procedures, and innovative approaches to their subject matter. This committee, representing faculty from the three Houses of the college--Business and Social Science, Communications and Humanities, and Natural and Applied Science--was convened to discuss the conceptual framework and the critical philosophical issues relevant to the development of this program. The committee received input from the Dean of Community Education and the Associate Dean of Instruction at the College, who had visited several institutions involved in the assessment of experiential learning (namely, Florida International University, Miami-Dade Junior College, and Edinboro State College) and had several meetings with officials of the Pennsylvania Department of Education, Bureau of Higher Education, who were making plans for the Pennsylvania Open University. Following these visits and several meetings of the ad hoc committee, a four-year plan, as shown in Appendix A, was adopted and approved by the President's staff.

Some additional philosophical issues discussed and adopted by the ad hoc committee are incorporated in the materials in the "Guide for Life/learning Experience Assessment Program" (see Appendix B).

Institution-oriented Justification

In accordance with the four-year plan, the ad hoc committee recommended that the college initiate the program first within a curriculum on which major emphasis has been placed since the inception of the college--occupational education. It was felt that moving in this direction would produce more tangible, immediate results because a great deal of the nonsponsored prior experiential learning would be practical, on-the-job experiences which would be more applicable to the occupational curricula of the college.

It was also agreed that the institutional justification for this program was, in fact, the savings in tax dollars because those new students who were receiving credit for this nonformal learning would not be utilizing spaces in a classroom and relearning what they already knew. It was felt that this concept would produce a more effective educational delivery system.

From the institutional vantage point, the fact that the assessment process can be implemented at about one-fourth the cost of that required for a traditional student receiving credits for traditional course work is further justification for the program.

In addition, this program falls within the mission of a community college in terms of meeting the needs of the area we serve by providing low cost, accessible, educational programs within a cost effective framework.

Student-oriented Justification

From the point of view of the student, the LEAP program provides broader accessibility to employment opportunities and/or additional study at upper-division or graduate schools in a time-shortened degree program. It also recognizes the fact that relevant learning need not take place within the four walls of a college classroom. The specific "first question" that we ask students who enter this program is: "What will this program and ultimately a degree provide for you that you now do not have?" Typically, the answers are: "Upward mobility in my present job;" "upward mobility within my industry;" and/or "self-satisfaction."

Pragmatically speaking, it offers the students an opportunity to pursue a degree on a part-time basis within a reasonable amount of time.

III. THE CHARACTERISTICS OF THE PROGRAM

Administration of Program

Following the adoption of the four-year plan, the Dean of Community Education was charged with the overall responsibility for the program and for making recommendations regarding projected manpower and the budget for the implementation of the assessment program. The Administrative Specialist for Non-Traditional Studies, who reports to the Dean of Community Education, was given direct responsibility for administering this program.

When the program was in its early stages (September, 1974), the college moved into its new facility near the geographic center of the county. The program was located on the campus, and conference rooms and meeting spaces for group activities and for individual assessments are available in this new facility.

Coordination of the Program Within the Institutional Framework

In general, the approach to the development of this program was to integrate the assessment process within the institutional framework. Cyrus Houle, in an address in Cleveland in 1973,[2] discussed the organization and administration of non-traditional studies programs. He indicated that it was easier and faster to establish an entire new unit outside the existing structure of the institution, but the program then becomes more vulnerable to attack since it is considered to be different or less than the traditional program of the college. He concluded that integrating a non-traditional studies program was more difficult since the various committees and governance structures of the college must agree, but that in the long run this would add strength to the program. The rationale of Dr. Houle was widely accepted by all parties involved in the development of the program at Delaware County Community College.

To integrate the program into the framework of the institution, the Dean of Community Education outlined the responsibilities of each of the various areas of the college involved in the program.

1. *The Responsibilities of the Office of Community Education are:*

   - To initiate and coordinate with the Director of Community Relations any publicity relevant to the program, e.g., news releases, mass mailings, individual brochures.
   - To assist students in documenting their learning experiences and in determining the credits they will seek based on the stated competency objectives.
   - To assist students in registering for "Assessment of Experiential Learning." (This registration will take place throughout the year.)

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[2] Burns, W.J., and Pfleger, Allan F. (Eds.) *Optional learning environments and the external degree.* Conference Proceedings (July 18-21, 1973), Cleveland Commission on Higher Education, Cleveland, Ohio, 1973. Available from ERIC, ED 086-110.

- To work with faculty in developing competency objectives for new curricula, and to review and update those objectives for existing curricula.
- To work with the House Deans in assigning faculty to evaluate individual students.
- To process the "Request for Services" form for each faculty member working on an extended-time basis, indicating the hours of extended time assigned and the compensation to be received. (The compensation formula is described on page 21.)
- To prepare the annual budget for the program.
- To develop an independent study (College at Home) structure.

2. *The Responsibilities of Teaching Faculty are:*

   - To use whatever assessment technique he or she feels is appropriate in judging the depth of learning experiences by the student. These techniques may include any or all of the following: review of documentation (such as job descriptions, letters of testimony, writing, art work, or photographs, etc.), examinations, oral interviews, and observations of on-the-job performance. These are not meant to be all inclusive. The major question to be answered in making the assessment is: "Are these learning experiences appropriate for the awarding of college credit?"
   - To recommend that credits be awarded or not awarded within their area of responsibility and expertise.
   - To maintain a log of time spent with individual students. This log will serve two purposes: as support if a refund is necessary, and as documentation for the preparation of future budgets.

3. *The Responsibilities of the Admissions and Records Office are:*

   - To admit all applicants through appropriate procedures.
   - To direct students seeking credit for experiential learning to the Office of Non-Traditional Studies.
   - To record the credits awarded for courses and/or competencies on a student's transcript, following faculty recommendation and based on the approval of the appropriate instructional administrators.
   - To maintain the documentation and records of credits awarded for experiential learning.
   - To record the student in the semester or session during which his or her fees are paid, for purposes of FTE reporting.

4. *The Responsibilities of the House Deans are:*

   - To work with the Dean of Community Education in assigning faculty to evaluate students' learning experiences.
   - To advise if the faculty member's responsibilities in the program will

be a part of his or her assigned teaching load or if they will be assigned on an extended-time basis.

- To recommend faculty to work on an extended-time basis in developing competency objectives for curricula not yet included in the program.

5. *The Responsibilities of the Business Office are:*

   - To assess tuition and fees, based on the number of credits of "Assessment of Experiential Learning" for which a student enrolls.
   - To determine whether those students who are already enrolled in DCCC courses in the semester in which they are seeking experiential learning credit are full-time students in order to establish the tuition and fees to be charged. For 12 credits or more (combining courses and/or experiential learning credits) in a semester, a student will be charged the full-time tuition rate.
   - To collect the appropriate tuition and fees and to approve the Petition for Credit by Assessment form.
   - To process any refunds necessary on the recommendation of the Dean of Community Education. No refunds are made after 20 percent of the evaluation process has been completed. Prior to that period of time, the percentage of refund will be prorated according to the college's tuition refund policy.

When the plan for the program was adopted, it was necessary to modify the college's existing policy on Credit by Examination which formerly read as follows:

> Credit from nonaccredited institutions and/or credit for work experiences may be granted for appropriate courses on the basis of written examination. The Dean of Instruction will approve the granting of such credit upon recommendation of appropriate faculty members, in accordance with College policy.

This policy was modified to read:

> The Community College of Delaware County recognizes that college-level study and achievement does not always take place in the formal setting of the college classroom. Such college-level learning may have taken place through on-the-job training, military service schools, the United States Armed Forces Institute, independent study, travel, etc. The College will, therefore, award credit where such achievement is relevant and can be demonstrated through standardized tests such as the College-Level Examination Program (CLEP), through its own Credit by Departmental Examinations, through a faculty assessment of experiential learning, and/or through such other measures as the College may devise. Credit awarded on the basis of the College-Level Examination Program (CLEP), United States Armed Forces Institute (USAFI) courses and Advanced Placement will be treated in the same manner as Transfer Credit.

Enrollment in the Program

Although it was difficult to estimate how many students would be applying for the Life/learning Experience Assessment Program (LEAP) through the nine occupational curricula available, it was estimated that 200 students would be served in the 1975-76 academic year. Because of a

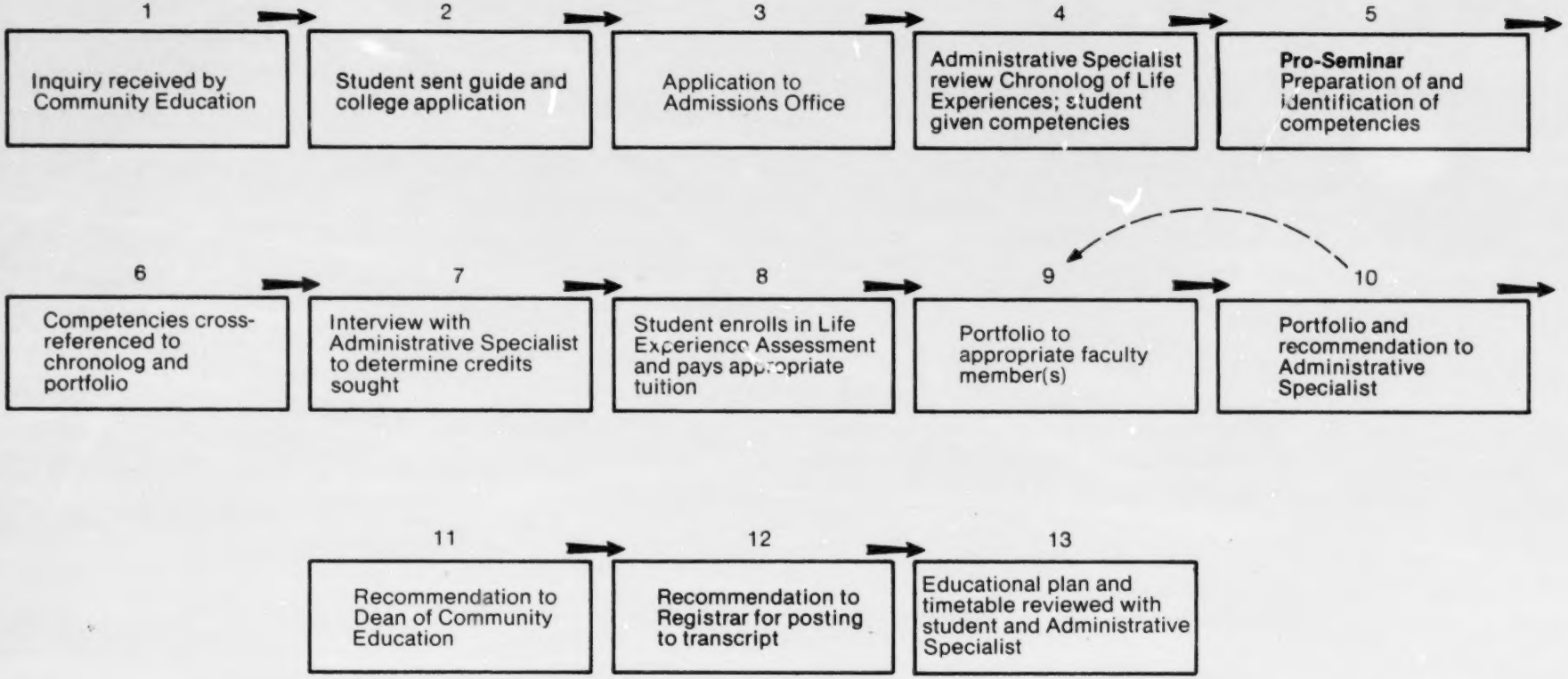
change of personnel in the administrative staff of the Office of Non-Traditional Studies, this projection was lowered to 150 students. For 1976-77, it is projected that 225 students will be assessed in the nine occupational curricula and the Business Administration transfer curriculum as well.

In reality, the program has no specific schedule, and registration can take place at any time during the year. However, we are finding a great difference between the number of individuals who inquire about the program and the number of students who actually go through the assessment process. In looking at the probable causes for this difference, we found that a large number of individuals were reluctant to take on this challenge when they realized that they had to demonstrate competency in the areas they chose. Another group of inquirers found the procedures cumbersome. As a result, some of these procedures have been simplified since the initiation of the program. A third group found it difficult to produce the documentation as requested. In a follow-up letter to these students, we suggested alternatives to documentation, for example, their own description of a particular learning experience.

General Educational Objectives of the Program

The goal of the Life/learning Experience Assessment Program is to recognize the nonformal experiential learning of individuals and to award, for this experiential learning, appropriate academic credit toward an Associate Degree. In addition to the assessment of the experiential learning, more standardized educational components (although considered non-traditional by many) may be included, such as the scores from the College-Level Examination Program (CLEP), educational experiences in the Armed Services, and transfer of credit from other accredited institutions of higher education.

The following flow chart shows the sequential steps in the assessment process in LEAP that have been discussed in this chapter.


1
Inquiry received by Community Education
2
Student sent guide and college application
3
Application to Admissions Office
4
Administrative Specialist review Chronolog of Life Experiences; student given competencies
5
Pro-Seminar Preparation of and identification of competencies
6
Competencies cross-referenced to chronolog and portfolio
7
Interview with Administrative Specialist to determine credits sought
8
Student enrolls in Life Experience Assessment and pays appropriate tuition
9
Portfolio to appropriate faculty member(s)
10
Portfolio and recommendation to Administrative Specialist
11
Recommendation to Dean of Community Education
12
Recommendation to Registrar for posting to transcript
13
Educational plan and timetable reviewed with student and Administrative Specialist

Sequential Model for Assessments—LEAP Program

IV. DEVELOPING STAFF RESOURCES

The Staff of the Life/learning Experience Assessment Program

The staff allocated to this program include an Administrative Specialist for Non-Traditional Studies, a half-time clerk typist, and the faculty members who have been assigned released time to develop the competency objectives and perform the assessment process. The compensation for full-time faculty to perform assessment is calculated on an overload basis and will be discussed later in this report.

As indicated earlier, the Dean of Community Education has the overall responsibility for the program, although much of the administration of the program, as well as counseling and assisting students, is done by the Administrative Specialist for Non-Traditional Studies. The full-time faculty of the college are utilized in performing assessments. We believe the major strength of the program lies in the fact that the same faculty who teach in our traditional program perform assessments in our non-traditional program.

Staff Training in Assessment Techniques

The first group of faculty were never formally trained in working with this project, because at the same time that they were developing the competency objectives for their respective areas of expertise they were also serving on the ad hoc committee.

Since then, an instructional learning package has been developed to orient new faculty to the concept. In this learning package the responsibilities of the Administrative Specialist for Non-Traditional Studies and of the faculty member have been clearly delineated. It is quite explicit that all evaluation is performed by faculty and that all counseling is performed by the Administrative Specialist, who works as an advocate and counselor with the students before the evaluation process to develop their portfolios and cross-reference these to the competency objectives.

Historically, from an institutional political perspective, there was no faculty resistance to the concept until the aforementioned policy modifications were brought through the governance structure of the institution to the Instructional Affairs Committee. It should be pointed out, however, that all action up to that point was on an ad hoc basis for the most part, and purposely avoided potential confrontation until the ad hoc committee of faculty had an opportunity to solidify its recommendations.

Faculty Reactions to the LEAP Program

As mentioned earlier, a philosophical decision was made to integrate this program wherever possible into the academic structure of the college community. Faculty who perform assessments teach a full load in their area or discipline and conduct assessments on an overload basis.

The time at which the policy modifications with regard to Credit by Assessment were brought to the Committee of Instructional Affairs provided an opportunity for the elected members of the faculty as a whole to react to the concept of credit by assessment. Interestingly, there were no

philosophical objections from this Committee on the substance of the proposal that was to award academic credit for nonformal learning experiences. There was even no reluctance to award a total degree on this basis, provided that there was interaction between a minimum of three different faculty members. The issues that caused the greatest concern were the compensation of faculty, the potential loss of students from traditional programs, and the challenging of the evaluation of a faculty member. It should be pointed out that, at the time this proposal for policy modification for credit by assessment was being submitted, the faculty were negotiating their first collective bargaining agreement.

V. DEVELOPING COMPETENCY OBJECTIVES

A base point for the development of the competency objectives for the curricula was the curriculum content being taught at present in the various areas. Prior to the inception of the competency criteria, the curriculum content was determined by curriculum advisory committees composed of lay practitioners in the various fields. The competency objectives were written in language that students could relate to practical experiences.

When students have completed their chronology of life/learning experiences and their portfolios, they are given the specific competencies for which they are seeking credit. They are then asked to cross-reference these competencies to the specific learning experience. Each set of competencies includes a formula for the conversion of the competencies into academic credit. Wherever possible, faculty members have been advised to recommend existing courses for which these competencies are most appropriate. However, elective credit may also be awarded.

In all areas except one, the competencies were developed by the faculty of our college. The exception is Administration of Justice (Law Enforcement). In this area we are participating with CAEL in a field research project in which a checklist of law enforcement skills is being utilized.[3]

In all cases the Office of Non-Traditional Studies has the responsibility for verifying that the experience took place and that this experience has relevance to the competencies for which credit is being sought.

VI. ADMISSION TO THE PROGRAM

Since our college is a community college with an open-door policy, the only admissions standard utilized in LEAP is that the individual have appropriate learning experiences in the content area for which credit is being sought. Information about the program is disseminated through brochures, which are mailed twice a year to all residences of the county.

Up to March 31, 1976, students have been oriented to the program in groups as large as 30, but orientation has primarily been through a one-to-one counseling relationship. Since March 31, 1976, a ten-minute slide/tape presentation has been used to orient new students to the procedures of the program. Plans are currently being developed to better inform in-house students about LEAP. It is ironic that, in many respects, we do a better job of communicating this program to the outside community than to our own students. This, no doubt, is the result of the program's being viewed as a source of new students.

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[3] CAEL field research is described in the *CAEL Validation Report*, prepared by Warren W. Willingham and Associates. The law enforcement checklist appears in *Assessing Occupational Competencies--A CAEL Handbook*, by Amiel Sharon. Both volumes are published by CAEL, Educational Testing Service, Princeton, New Jersey, 1976.

VII. FINANCING THE PROGRAM

It is evident that the financing of non-traditional study is a concern of many commissions and institutions. In a recent study conducted by the DCCC Dean of Community Education on financing the assessment of experiential learning, 21 of 43 institutions (47 percent) indicated their charge to students was estimated to cover the students' share of the overall operating costs. These institutions were both public and private and charged from $5 to $31 on a "credit-hour-awarded" basis, and from $15 to $350 on a "flat-fee" basis.

The financial model presented here focuses solely on a program to assess experiential learning. Although this model is based on experience with formula funding at community colleges, it is adaptable to any public institution of higher education which receives funds on a formula basis.

One of the underlying assumptions of this model is that students should only be charged for their *share* of the costs involved in assessing their life/learning experiences. It other words, if the tuition charged to traditional students is one-third of the overall operating costs of the institution, then the tuition (or fees) charged to non-traditional students should only be one-third of the operating costs of assessment. In either case, the remaining two-thirds of the costs should be borne by the local sponsor and state (states differ in their funding formulas, but the basic concept should be applicable). Another assumption of this model is that evaluation is a learning process and an integral part of instruction.

The financial model that we have developed begins with the preparation of a budget to include both fixed costs--such as administration and faculty compensation for the development of competency objectives--and variable costs--such as counseling, faculty compensation for assessment, printing and promotional materials, instructional supplies, and overhead. Fixed costs are those that must be incurred no matter how large the program is, and variable costs are those that fluctuate depending on the number of students in the program.

Table 1 depicts the fixed costs that might be incurred in our program, and Table 2 shows the variable costs based on assessing three hundred and six hundred students.

Table 1

Fixed Costs

Administration (10% of Dean)	$2,600
Development of competency objectives for 10 curricula @ $2,000 each amortized for 10 years	$2,000
Total fixed costs	$4,600

Table 2

Variable Costs

	300 Students	600 Students
Administrative Specialist/Counselor	$11,000	$22,000
Faculty compensation for assessment[a]	27,000	54,000
Printing-publicity	1,200	1,600
Misc. instructional supplies	500	1,000
*Indirect cost (15% of direct costs)	7,995	12,480
*Includes facilities, registration office, accounting office	$56,695	$91,080

[a]See Table 5, p. 21, for a detailed description of the way in which faculty compensation is computed.

It is obvious from the information in Table 2 that the major variable cost is faculty compensation. Based on our original projection, and now on one year of experience, we know that it takes a faculty member an average of slightly less than one clock hour for assessment for every credit hour sought by each student. Therefore, 3,600 credit hours for 300 students and 7,200 credit hours for 600 students (an average of 12 credits each) would take a little less than 3,600 and 7,200 faculty clock hours respectively. When we multiply the faculty rate of $8.13 per credit hour times 3,600 and 7,200 clock hours, we arrive at figures of $29,268 and $58,536, respectively. Allowing for the fact that the average time of assessment is slightly less than one clock hour per credit hour, these figures have been decreased by 7.7 percent to $27,000 and $54,000, for 300 and 600 students, respectively.

Once we have developed the costs, the number of students and the average number of credits they will be seeking must be estimated. An average of 12 credit hours sought per student was our best estimate at the beginning of the program, and in actual practice for the first year of the program this estimate held true. To project the total average credits that will be sought, we then multiply the estimated number of students by the average number of credits sought. The total costs of the program divided by the total average credits gives us the average cost per credit by assessment. This can best be illustrated by Table 3, where we have used 12 credit hours as the average number of credits sought by each student.

Table 3

Computation of Cost of Assessment

A.	Number of students	300	600
B.	Number of credit hours assessed (average of 12 per student)	3,600	7,200
C.	Fixed costs	4,600	4,600
D.	Variable costs	56,695	91,080
E.	Total costs	61,295	95,680
F.	Average cost per credit by assessment (rounded) Item E ÷ B = F	$17	$13

It is important to note that the "credits sought" concept is key to the construct of this model. The tuition charged to students is based on the credits sought and not on the credits awarded since the program will incur the same costs whether or not the credits are awarded. The compensation of faculty is based on the number of credits sought and assessed and not on the basis of credits awarded. During the counseling process, prior to the actual faculty assessment, the student can match his or her learning experiences against specific competency criteria and determine the number of credits he or she will seek, and in the process estimate the tuition cost.

The next step is to determine a ratio of the average cost per credit by assessment compared with the cost per credit in the traditional college program. We have found that the cost per credit in our traditional program is $66, compared with $17 (with 300 students in the program) for each credit sought by assessment, or a ratio of 4 to 1. In other words, the cost of the assessment process is 25 percent of the cost per credit per student in the traditional program. The ratio, of course, can change depending on the number of students being assessed, the cost at the institution, the average number of credits being sought, and the per credit cost of the traditional program.

At this point, the next step is to get all parties--students, local sponsor, and state--to share in these costs. Our plan is the development of a "course," which in our terms is the instructional process of evaluation. The catalog description of this "course" is as follows:

EXP 2900 ASSESSMENT OF EXPERIENTIAL LEARNING Credits 1 to 12

An instructional process designed to document, evaluate, and validate learning that has taken place through non-traditional means, e.g., work experience, independent study, travel, etc. The number of credits for which students enroll in this process will be dependent on the number of academic credits sought by each student, i.e., for 4 credits or less to be evaluated, a student will enroll in "Assessment of Experiential Learning" for 1 credit.

You will note from the description that we are using the four to one ratio. A further illustration of the mechanics of this process using the four to one ratio is outlined below. The same concept can be applied if the ratio is three to one or six to one.

Course Number	EXP Course Credits	Credits Sought
EXP 2900	1 credit	1 to 4 credits
	2 credits	5 to 8 credits
	3 credits	9 to 12 credits
	4 credits	13 to 16 credits
	5 credits	17 to 20 credits
	6 credits	21 to 24 credits
	7 credits	25 to 28 credits
	8 credits	29 to 32 credits
	9 credits	33 to 36 credits
	10 credits	37 to 40 credits
	11 credits	41 to 44 credits
	12 credits	45 to 48 credits

This procedure can, of course, be continued up to 15 EXP course credits and 60 academic credits sought. Some consideration in going beyond 12 EXP course credits should, however, be given to the state funding formula, the feasibility of having one student evaluated by several faculty in each of the content areas within a semester, and the faculty available for performing the evaluation.

The next step is to calculate the income side of the budget by totalling the credits of "Assessment of Experiential Learning," converting them to Full Time Equivalent student credits (FTEs), and including these credits in the normal accounting process for purposes of state reimbursement and sponsor budget. Students, state, and local sponsor each provide one third of the costs for this program, just as they share the costs of the traditional program. Table 4 depicts the calculation of income from the three sources.

Table 4

Computation of Income

A.	Students	300	600
B.	Credit Hours Sought (Average of 12)	3,600	7,200
C.	EXP 2900 Credit Hours Enrolled (Item B ÷ 4)	900	1,800
D.	Student's Share (Item C x $22)[a]	$19,800	$39,600
E.	State's Share (Item C x $22)[a]	19,800	39,600
F.	Sponsor's Share (Item C x $22)[a]	19,800	39,600
G.	Total Income	$59,400	$118,800

[a] $22 is 1/3 share of the $66 cost per credit in the traditional program

Due to rounding, the income for 300 students is slightly less than the projected costs ($59,400 vs. $61,295); however, the income for 600 students is considerably higher than the costs ($118,800 vs. $95,680) since the fixed costs are spread over a larger number of students and the variable costs do not increase at the same rate as income.

Historically DCCC has been using a formula for extended time (time spent by faculty on special nonteaching projects, usually during intersession or the summer) which equates 40 clock hours

of work to the equivalent of one credit hour of compensation. Under the newly accepted collective bargaining agreement, the rate for overload teaching and extended time assignments is $325 per credit hour. When the clock hours a faculty member has spent on this process have been determined, it is a simple matter to calculate the compensation.

Table 5

Faculty Compensation

Rate for full-time faculty overload teaching or extended time assignments	= $325 per credit hour
40 contact hours = 1 credit hour	
$325 ÷ 40	= 8.13
Hourly rate for full-time faculty	= 8.13

Example: If a faculty member spends 5 hours total in the assessment process with a student, the payment is calculated in the following manner.

5 contact hours ÷ 40 contact hours/credit hour	= .13 credit hour
.13 credit hour x $325 overload rate	= $ 42.25

The faculty member is reimbursed $42.25 for his or her time spent in the assessment program.

The model has taken into consideration the process of assessment, the delineation of the costs, and the integration of this process into the accounting system of the college. Probably the most important feature of this model, however, is that it depicts an educational delivery system that is efficient and cost effective. The delivery system is efficient in that it does not require students to take courses dealing with learning they have already acquired through nonformal means. It is cost effective not only because the assessment process costs approximately one-fourth of the cost of traditional course work, but also because of the savings to student, state, and sponsor for curriculum credit hours that students would need to take in order to meet degree requirements.

Table 6 portrays these savings, based on 300 and 600 students seeking an average of 12 credits hours each.

Table 6

Cost Effectiveness Measured by Savings

A.	Number of students	300	600
B.	Number of credit hours sought (12 per student)	3,600	7,200
C.	Savings to students @ $22 per credit	$79,200	$158,400
D.	Savings to state @ $22 per credit	$79,200	$158,400
E.	Savings to local sponsor @ $22 per credit	$79,200	$158,400
F.	Gross Savings	$237,600	$475,200
G.	Less cost of assessment	$ 61,295	$ 95,680
H.	Net Savings	$176,305	$389,520
	Savings to students (Line H ÷ 3)	$ 58,768	$129,840
	Savings to state (Line H ÷ 3)	$ 58,768	$129,840
	Savings to local sponsor (Line H ÷ 3)	$ 58,768	$129,840
	Savings per credit hour sought (Line H ÷ Line B)	$49	$54
	Savings to student per credit hour ($49 ÷ 3 or $54 ÷ 3)	$16	$18
	Savings to state per credit hour ($49 ÷ 3 or $54 ÷ 3)	$16	$18
	Savings to local sponsor per credit hour ($49 ÷ 3 or $54 ÷ 3)	$16	$18

In summary, the major advantages of this process are as follows:

1. This model shows that experiential learning assessments are an effective educational delivery system.
2. All parties--student, state, and local sponsor--share in the cost of assessment in the same proportions as they do for the traditional programs of the college.
3. Faculty are compensated for their time on a contact hour basis. Other models could use different bases such as credit hour or flat fee for each student.
4. Faculty are compensated on the basis of credits sought by the student and not on the basis of credits awarded.
5. If costs increase, the same formula is applied since the credit hour is the basis for all computations.
6. If the costs for this assessment process are increasing or decreasing, a modification in the ratio will accommodate such changes.

VIII. CONCLUSIONS, FINDINGS, AND PLANS FOR THE FUTURE

During the first year in which LEAP has been operational, with minor exceptions it has proceeded according to plan. Some points of interest, however, should be noted.

1. The more time that is spent by the student in portfolio development in the Non-Traditional Studies Office, the less time will be needed by faculty to perform the assessment.

2. For every academic credit sought by a student, one contact hour or less of faculty time is required to review the portfolio, interview, assess, and, if necessary, visit the student at his or her place of employment.

3. The emergence of a collective bargaining unit has caused some minor problems in the administration of the program, but has only required the administrator to be more resourceful and involve a greater diversity of faculty in the total process.

4. The developmental costs per curriculum average approximately $2,000.

5. The Administrative Specialist for Non-Traditional Studies can deal with probably no more than 300 students per year.

Plans for the Future

1. Now that LEAP is in full operation, the next step in developing non-traditional study options at DCCC is to add individualized degree programs as an alternative to the present traditional course requirements.

2. Relationships with potential employers of students completing their degree requirements need to be established in order to articulate the course trend framework.

3. The philosophy, regulations, and procedures of our programs need to be articulated to four-year colleges and universities that receive our students.

4. LEAP and the development of an individualized degree program will provide DCCC with an educational delivery system that will better serve the community and better prepare students for employment in a variety of businesses, industries, and governmental agencies.

APPENDIX A

FOUR YEAR PLAN:
A MULTIPHASED APPROACH TO
THE DEVELOPMENT OF THE EXTERNAL DEGREE
PROGRAM AT DELAWARE COUNTY COMMUNITY COLLEGE

A Multiphased Approach to the Development of the External Degree Program at Delaware County Community College

PHASE I	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
A. Credit by Examination							
1. Review existing policy and procedure.			O		△		
2. Investigate financing, including tuition or fees and state reimbursement.			O		△		
3. Develop organizational and administrative unit to centralize the process.			O		△		
4. Develop compensatory structure for faculty.			O		△		
5. Develop marketing strategy for recruiting students into the program.			O		△		
6. Review the CLEP program with particular concern for appropriateness in specific areas and cut-off scores.			O		△		
B. Competency-based External Degree							
1. Study literature, collect data and review recent developments, and visit colleges that have operational external degree programs.	O		△				
2. Up-date faculty on the philosophical concepts of the external degree and obtain their commitment.		O	△				
3. Solicit release-time proposals from faculty for the development of competency and assessment criteria objectives in selected occupational curricula.		O	△				

Legend:
O = Begin
△ = Complete and/or implement

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
4. Retain a consultant to work with the above faculty in the development of competency objectives and assessment criteria in the occupational curricula selected.		O----------Δ					
5. Investigate the consortium Cooperative Assessment of Experiential Learning (CAEL) as being developed under a grant from the Carnegie Foundation by the Educational Testing Service.		O----------Δ					
C. Funding Development of Competency Objectives for the External Degree							
1. Fund for the Improvement of Postsecondary Education.		O----------Δ					
2. Vocational Educational Funds.		O----------Δ					
3. Pennsylvania Open College Fund.		O----------Δ					
4. DCCC released-time funds		O----------Δ					
D. Placement Testing							
1. Review relationship to Credit by Examination and consider possible integration of certain aspects.			O----------Δ				
2. Consider centralization of the process.			O----------Δ				
3. Consider ramifications of a fee structure as the Placement Testing might interface with Credit by Examination.			O----------Δ				
E. Assessment Center							
1. Consider development in light of some of the above.			O----------Δ				

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
2. Consider organizational and administrative relationships.			O----------	----------	----------Δ		
3. Consider staffing.			O----------	----------	----------Δ		
4. Consider operational costs.			O----------	----------	----------Δ		
5. Consider relationship to existing structure and where assessing ends and counseling begins.			O----------	----------	----------Δ		
PHASE II							
A. External Degree							
1. Review and evaluate overall process to date in light of delivery system and organizational structure to accomplish goals.					O----------Δ		
2. Initiate faculty involvement and funding for the development of remaining occupational curricula.					O----------Δ		
3. Initiate the development of the competency objectives "concept" with faculty and others within the college and university transfer curriculum.					O----------Δ		
4. Begin discussions with four-year colleges on a cooperative arrangement to accept transfer students from the external degree program.				O----------	----------(7/1/77)----Δ		
B. Other							
1. Anticipate organizational structure necessary to encompass existing internal policies and developing policies into one administrative unit.				O----------	----------Δ		

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
PHASE III							
A. External Degree							
1. Evaluate effectiveness of the program from a standpoint of acceptability, marketing strategy, and effect on existing programs.				O			Δ
2. Examine cost effectiveness of program.				O		Δ	

APPENDIX B

GUIDE TO LIFE/LEARNING
EXPERIENCE ASSESSMENT PROGRAM

DELAWARE COUNTY COMMUNITY COLLEGE

Guide to Life/learning Experience Assessment Program

LEAP

CONTENTS

Philosophy and General Considerations

How the Life/learning Experience Assessment is Done

Instructions for Students

Chronological Record

Name: _____

Address: _____

_____

Telephone:

Home _____

Work _____

PHILOSOPHY AND GENERAL CONSIDERATIONS

The central principle that underlies the life learning experience assessment process is that what the student knows is more important than how he or she learned it. If a student can demonstrate that his or her knowledge and skills are reasonably comparable to what the college trained student knows, then equal credit will be awarded. It is unimportant whether the student's learning took place at an accredited college or elsewhere, whether the instructors held advanced degrees or no degrees at all, whether the matter was learned within the near past or the distant past, or how long it took to acquire some knowledge or skill. As long as the students can provide sufficient evidence that they possess college equivalent knowledge or skills, their achievements will be credited and recognized as applicable towards a degree program.

The term, "life experience," is a partial misnomer since credit is not given for simply any kind of adult life experience but only for those experiences that produce learning and skills comparable to the outcomes of courses or training at post-secondary levels. As a general principle, if colleges and universities generally award credits for the acquisition of certain kinds of knowledge and skills by standard course work, then comparable competence acquired in other ways will be credited through this life learning experience assessment process.

What is being attempted is the translation of certain adult learning experiences into the negotiable coin of the academic world; namely, hours of credit. There is obviously not a perfect match between those things that the academic world values and credits, and skills and qualities that produce some measure of success in non academic careers. For example, a person might amass a considerable fortune, but possess few demonstrable skills comparable to those achieved in college level learning. The key point is that years of experience as such produce no credit until the student can demonstrate what college equivalent learning has resulted from these years of experience.

The evaluation of student competence is made by teaching faculty. We believe this is one of the strengths of the Program since the same professionals who regularly judge student performance and award credit in standard programs are exercising their professional competence and responsibility in assessing the learning and competence of students applying for credit equivalency. These same faculty members are asked to review the statement and documentation of a student seeking credit equivalency, to interview the student, and then to make a recommendation for an award of credit in those areas in which the faculty member has sufficient competence based on the competency objectives for a specific curriculum area.

HOW THE LIFE/LEARNING EXPERIENCE ASSESSMENT IS DONE

1. Assessments of experience for credit are done only for students who have formally applied to Delaware County Community College and paid the $10.00 application fee.

2. The student who wishes an assessment to be done prepares a portfolio of his or her adult learning experiences that are to be evaluated.

3. The Administrative Specialist-Non-Traditional Studies will assist the student in identifying those competencies in which he/she has had learning experience and help the student to decide which competencies and the number of credits he/she will seek by assessment. The ultimate decision however, as to how many credits a student will seek will be made by the student since this has financial implications as noted below.

4. Once the number of academic credits sought by the student is determined he/she will register for the instructional process Life learning Experience Assessment. The number of credits of this instructional process in which the student will register will be pro-rated on a 1 to 4 basis, i.e. for every 4 or fraction of 4 academic credits sought the student will enroll in the process for 1 credit and pay the appropriate tuition and fees.

5. The faculty member(s) selected to perform the assessment will make the decision as to which technique of assessment or combination of techniques will be used including: Interviews, documentation, observation of performance, examination, etc.

6. After a faculty member has agreed to make the evaluation of a student's experiences in a specific field, the student's portfolio is given to that faculty member, and the student is so notified and advised to arrange an interview. The basic purpose of the interview is to allow the faculty member making the evaluation the opportunity to verify in an appropriate manner the information in the portfolio and to secure additional information from the student or other sources about the experiences described in the portfolio.

7. The faculty member making the evaluation may seek additional information about the student's knowledge and abilities through the Administrative Specialist, or directly from the student, or from persons knowledgeable about the student's achievements.

8. After the faculty member has completed the evaluation, he or she makes a recommendation for an award of credit on the form "Petition for Credit by Assessment," to the Dean of Community Education.

9. After the Dean's approval has been given, the Records Office is officially notified of the award of credit, and this award is entered into the student's permanent record.

10. For a variety of reasons no timetable for completing student evaluations can be set down in advance. In some cases individual evaluations may require as much as six months to complete because a student's experiences fall into several different disciplines, or because records are difficult to obtain.

INSTRUCTIONS FOR STUDENTS
Suggestions for Preparing Portfolios

1. You are asked to prepare several kinds of materials. The chronological record is simply a "dates and places" list which helps orient the reader to the sequence of events in your life, beginning with the end of your high school attendance. It is normally one or two pages in length. It is most helpful if all information is typewritten when practical. Documentation such as job descriptions, letter of testimony, certificates, etc. will be necessary in order to support the student's learning experiences.

2. There are many ways to demonstrate your knowledge within a specific field. It is up to you to make the case that you have creditable knowledge or expertise. It is your experience and you know it best. Bear in mind that your portfolio will be reviewed by a person knowledgeable in the area you describe. A good question to ask yourself is: "If I were evaluating experiences similiar to my own, what information would I want to have?"

3. The amount of detail that ought to be supplied varies with each kind of learning experience. If the experience that is being submitted for evaluation is standardized, such as transfer of credit, from another college, CLEP, USAFI courses, or Advanced Placement this will be recorded on the Transfer of Credit Form.

4. It is impossible to state in advance what an adequate amount of detail might be for every adult learning experience. There is inevitably a large amount of subjectivity in any process of student evaluation. What should be avoided is more clear. Vague, general statements are of little or no value in indicating your knowledge and competence.

5. After preparing your portfolio, you must examine the competencies in the area you are seeking credit. If you can establish that you have acquired that body of knowledge, then the faculty member making the evaluation has a more standardized and reliable measure of comparison. These competencies will be given to you after you complete the chronological record form.

6. Many kinds of in-service training commonly produce either a certificate of completion or some notation on the employees record of employment. In other cases no formal record exists, but your employer or training officer or some other official should be able to produce a statement on the organization's official letterhead attesting to your experience, such as period of employment, job title (and description, if available), specific training, and the like. Additional remarks or statements that support your claim to a particular competence might also be included. Commendatory statements about your character or work habits are not needed since these produce no award of credit.

7. In some cases where no suitable documentation can be produced, the student may still receive an award of credit for the knowledge and skills acquired by providing a sufficiently detailed narrative to convince the faculty member making the evaluation to recommend an award of credit.

8. You are encouraged to report on all types of learning experiences. These may include work experience, volunteer activities, avocational pursuits on a variety of unusual experiences. It is assumed that no particular sequence of activities is necessarily superior, and that many pursuits may lead to the development of creditable skills and areas of competence.

DELAWARE COUNTY COMMUNITY COLLEGE

Life/learning Experience Assessment Program

SAMPLE

Chronological Record

Date _____ Name _____

Please give a chronological summary of your life from high school to present. You should include work, study, community activities, and organizations, short courses and training programs, marriage, birth of children. In short, important events from which you have learned as you have come to where you are today. This is a "dates and events" list.

Girl's High Philadelphia, Pa.	1950	College Prep
John Hancock Insurance Co. Philadelphia, Pa.	1951-1954	Actuarial School
Temple University	1959-1961	Business Law, Business Practice Human Relations
	1965-1967	Accounting I and II
CLEP	1969	English Comp. Humanities Math Natural Science Social Science-History
Youth Service Board	1969-1975	Workshops in Counseling, Psych, and Human Relations and related seminars approx. 200 hours.

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Use additional sheets as necessary.

REPORTS ON THE CAEL OPERATIONAL MODELS PROJECT

IMPLEMENTING A PROGRAM FOR ASSESSING EXPERIENTIAL LEARNING	$3.50
Operational Models Institutional Reports	
Antioch College, COORDINATING EDUCATIONAL ASSESSMENT ACROSS COLLEGE CENTERS	$3.50
Community College of Vermont, STANDARD SETTING BY STUDENTS AND COMMUNITY—HOW MUCH IS ENOUGH?	$3.50
Delaware County Community College, IMPLEMENTING AND FINANCING PORTFOLIO ASSESSMENT IN A PUBLIC INSTITUTION	$3.50
Florida International University, IMPLEMENTING COMPETENCY-BASED ASSESSMENT OF PRIOR LEARNING	$3.50
Metropolitan State University, AN INDIVIDUALIZED COMPETENCE-BASED ASSESSMENT MODEL	$3.50
Webster College, ANALYZING COSTS IN THE ASSESSMENT OF PRIOR LEARNING	$3.50
The Consortium of the California State University and Colleges, Memphis State University, Union College, University of Kentucky, INITIATING EXPERIENTIAL LEARNING PROGRAMS: FOUR CASE STUDIES	$5.00

A list of other CAEL publications is available upon request.